

Intel® Teach Program Essentials Course Impact Evaluation

Overview of Findings

2006



Focus of the Impact Survey

- Providing evidence and understanding about the impact of the Essentials Course (formerly known as Intel Teach to the Future)
 - The changes in teaching practice
 - The outcomes for teachers, students and schools
 - The critical factors impacting on the implementation and outcomes of the program learnings



The surveys

- Conducted in May/June 2006
- The 2006 Impact Survey
 - Completed by participants from the Essentials Courses conducted during 2005
- The Long Term Impact Survey
 - Slightly modified version of the Impact Survey
 - Completed by participants from the Essentials Courses conducted during 2003 or 2004



The Findings

*'an integral and vital step towards
teaching and learning for today'*

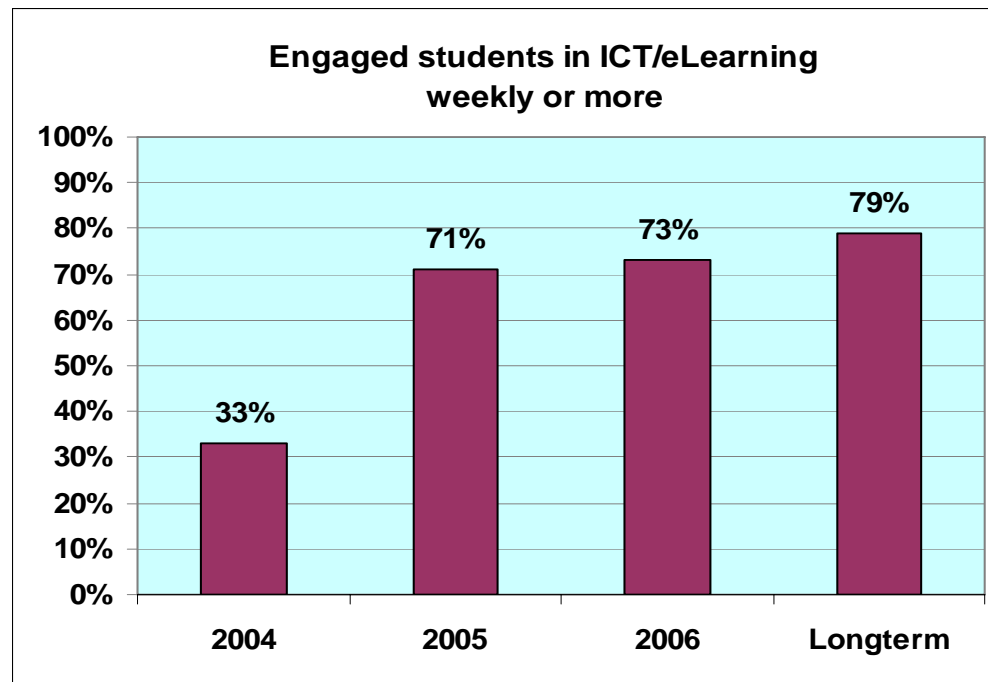
2006 Impact Survey Respondent



Increasing frequency of technology use

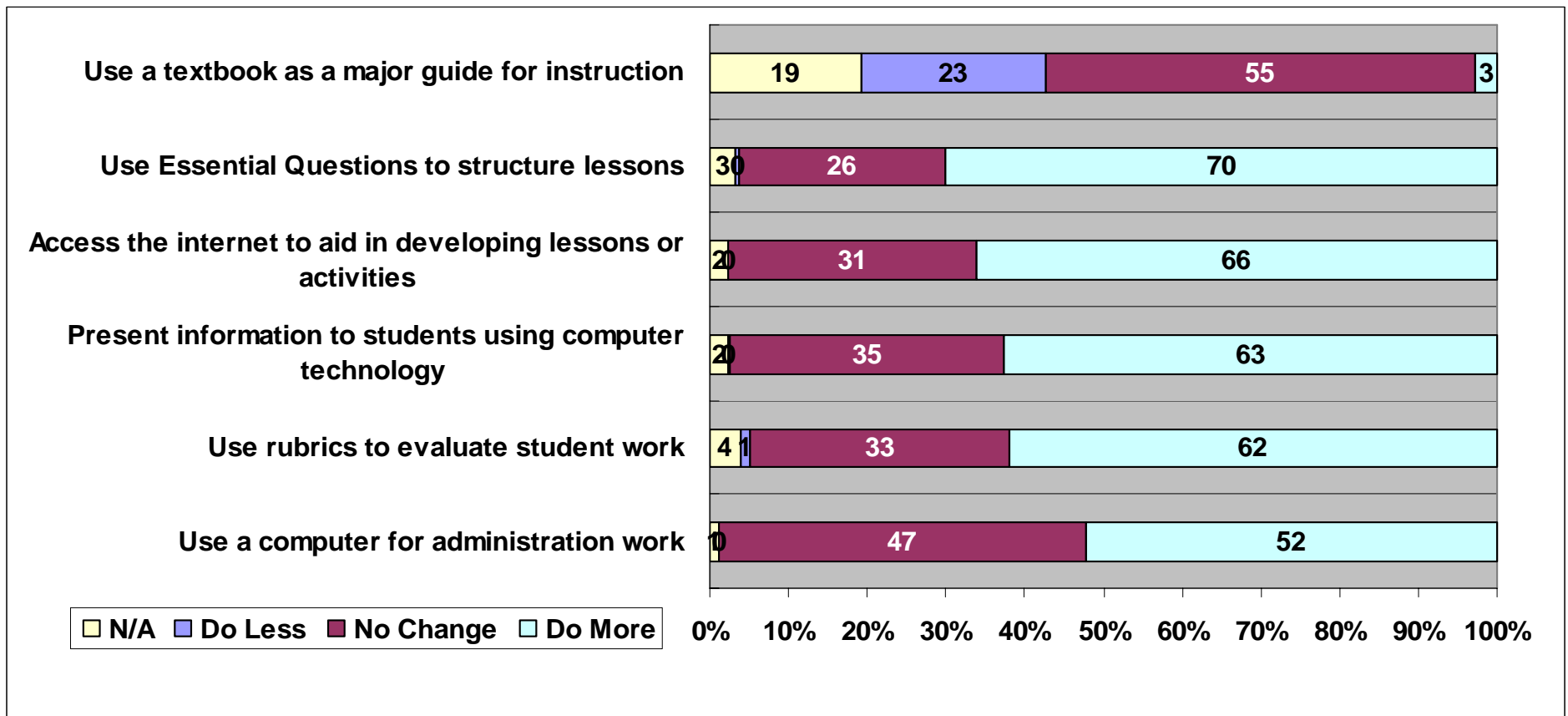
- 94% of respondents have engaged students in ICT/eLearning since completing the Essentials Course (91% in previous year)

- 29% daily
- 44% weekly
- 83% have used it in new ways since the course
- Long term data shows increased frequency over time



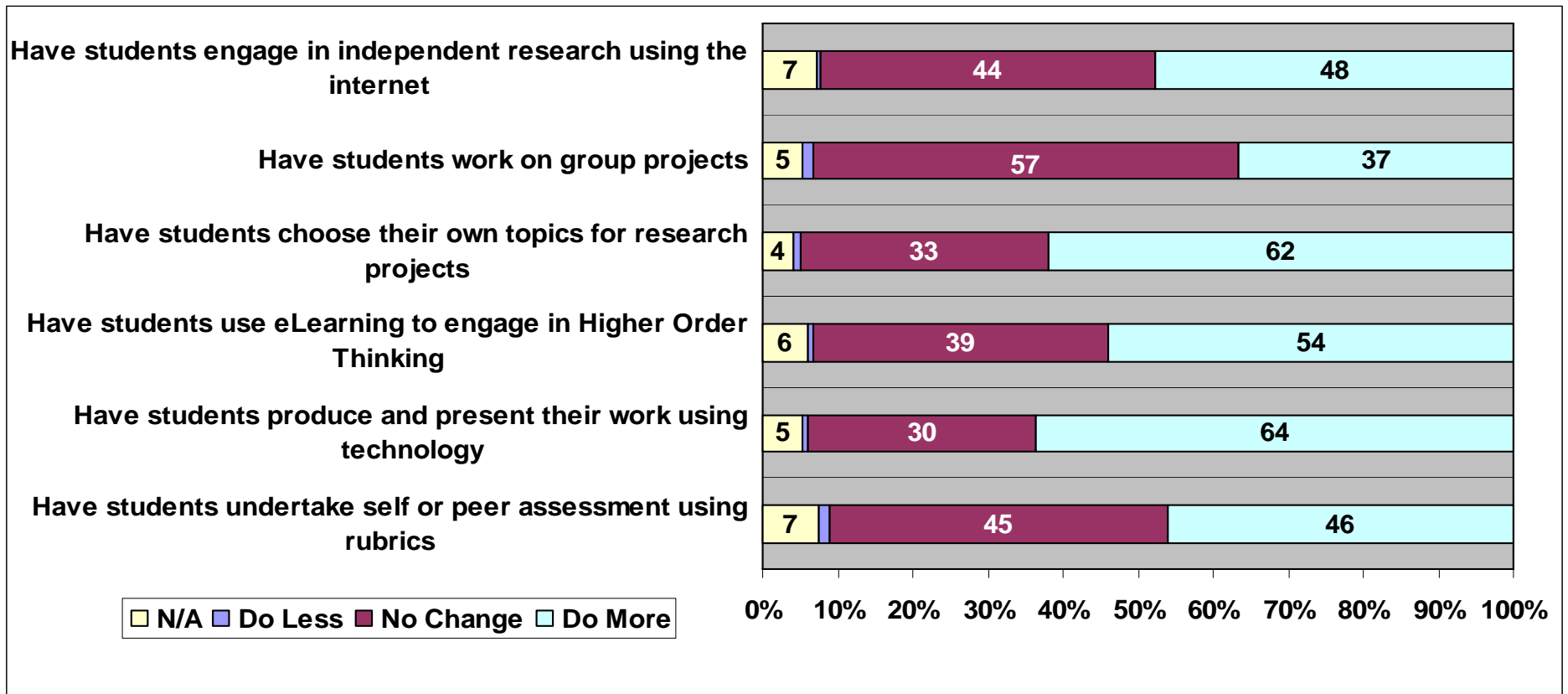
Changes in teaching practice

- Teachers are increasingly using technology to plan and implement lessons that are inquiry driven and student centred.



Changes in teaching practice

- Teachers are increasingly using technology and project based approaches to create a learning environment in which students develop 21st century skills such as collaboration, problem solving and critical thinking.



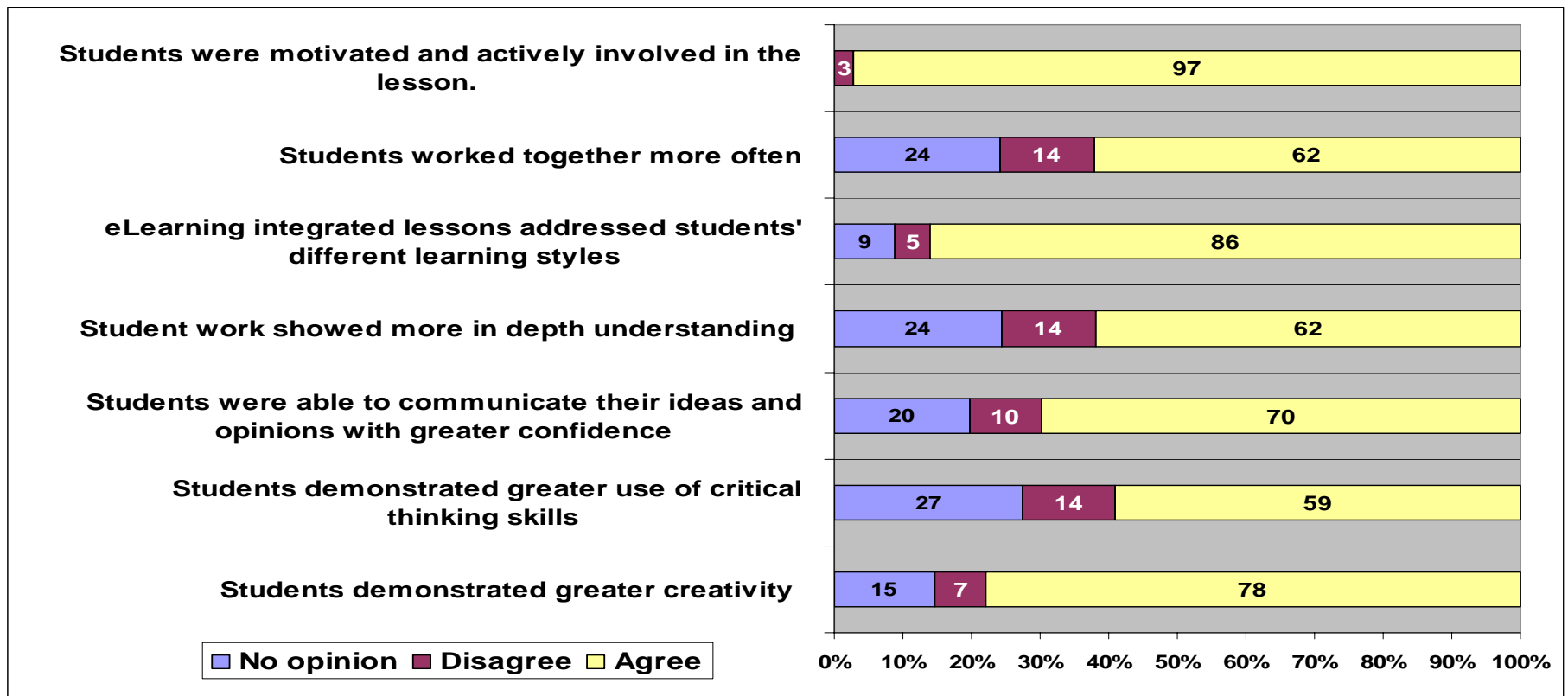
The impact on teachers and their practice

- It gave teachers the understanding and impetus to change the way they teach
 - *'My planning has changed with an even stronger emphasis on higher order thinking'.*
 - *'Has heavily influenced how I introduce units of work...planning and setting of relevant outcomes. I make my units cross curricula boundaries and ensure students are able to make links with what they are doing, to what they know'.*
 - *'The...essential question has opened up areas for both myself and the students. We do loads more reflection on their learning and learning styles'.*
 - *'I now have a greater sense of how ICT can augment my efforts to have independent, higher order thinking students in my classes'.*



Outcomes for students

- Teachers agreed that changes to teaching practice impacted strongly on student learning in terms of increased student engagement and student ability to demonstrate greater creativity and critical thinking, communicate their ideas and opinions with greater clarity and confidence and show more in depth understanding.



Outcomes for students

- *'Students are more enthusiastic about their work and help each other and learn from each other more'.*
- *'the emphasis (for students) is very firmly shifting from the novelty of producing a quality look to one with quantifiable thought, clarity and impact'.*
- *'My students are being challenged - are better able to focus on producing work of a high standard'.*
- *'The students...take more responsibility for researching and sharing information'.*
- *'It has enabled students with various learning styles and different ability levels to remain engaged and responsible learners'.*
- *'The social benefits that result from students working together on group projects are most positive'.*



Increasing impact on the school

Indicator	2005	2006	Long term
Have seen an increase in the integration of ICT/eLearning into teaching and learning across classrooms in their schools	80%	86%	96%
Have seen an increase in whole school commitment to the integration of ICT	77%	85%	90%
Participants have shared their learnings with other teachers	87%	86%	90%
Their unit plans have been implemented by other teachers	50%	57%	58%
They have worked in collegiate teams to develop new units	61%	63%	80%



The impact on the school

- *'All staff have taken on board the concept and challenge of embedding eLearning into their units of work and are working to improve their skills to effect positive change in the children's skills and learning outcomes'.*
- *'The increased use of projects/activities using ICT has grown tremendously - with both new and experienced teachers'.*
- *'We can now all think about the essential questions and relate this to all units in all areas of the curriculum. We can talk and discuss units with Intel in mind and communicate on the same level because we have all done Intel training'.*
- *'The program invigorated my teaching and that of the PTs involved. It gave them a new lease of life in their careers and made their job (and their students learning) much more satisfying*



Key Factors influencing the extent of change

- Relevance to teaching goals and objectives
 - 96% of respondents indicated that the teaching strategies learnt through the Essentials Course were relevant to their teaching goals.
- Relevance to curriculum and pedagogy structures and planning
 - Inquiry based, student driven learning, central to the Essentials course, also underpins the various state curriculum and pedagogical frameworks recently introduced.
- Leadership Support
 - There was high correlation between leadership support and implementation of the program learnings
- Technology Resourcing
 - Schools are increasingly reviewing their technology resourcing and management to meet demand
- Support for the MT Role
 - The 'train the trainer' model of delivery is key to extending the reach of the program across the whole school. The Master Trainer plays a pivotal role in the success of this model.



Conclusion

Both the 2006 data and the additional long term data indicate that the impact of the Essentials Course is growing.

The strong alignment of the course to the curriculum and pedagogical initiatives within each state has been very significant in influencing its impact at a classroom level and its capacity to support whole school change towards technology based learning.

The course is increasingly being seen by many participants and schools as:

'an integral and vital step towards teaching and learning for today'

2006 Impact Survey Respondent

